

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Judy Kim	TESOL 198WD	10/16/2019	Grammar	PPP	45 min

Lesson	
<b>Topic</b>	Adjusting to new things
<b>Main Aim</b>	Students will learn 'be used to/get used to'
<b>Secondary Aim</b>	Students will practice their speaking fluency to talk about their experience of adjusting to changes.

Materials and References
Board, markers, worksheets

Student Profile			
<b>Level</b>	Lower Intermediate		
<b>Age</b>	Children	<b>Number of Students</b>	10
<b>Detail</b>	All students are Korean. All students participate well in class.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> <li>Students know the vocabulary used in this lesson</li> <li>Students have learned about the gerund</li> <li>Students have learned about tense including present/past continuous, simple present/past and present/past perfect.</li> <li>Students know how to make the negative form using 'not'</li> </ul>

What language difficulties to expect when presenting, and how to deal with it:
<ol style="list-style-type: none"> <li><b>Meaning:</b> Students may be confused meaning of get used to and be used to. Make a clear visual context and C.C.Q.</li> <li><b>Form:</b> Students may be confused what to put or not after to. e.g. 'I am used to eating Kimchi.' Point 'eating' and ask students that "Can we change this to 'eat'? Make clear that 'to' is preposition and 'eating' is gerund so it cannot changed to basic form.</li> <li><b>Pronunciation:</b> Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, "Which words sound stressed?" Board the stress markers in red.</li> </ol>

Anticipated Classroom Management Difficulties and their Solutions:
The quantity of new language points to be learned about the 2 <sup>nd</sup> conditional is too much for students to handle in a short 30 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the 2 <sup>nd</sup> conditional. The remaining new language points can be presented in the next lesson.

My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to</p> <ul style="list-style-type: none"> <li>present the target language using a situational presentation</li> <li>to be an involver type teacher</li> </ul>

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
5 min	T-S	<p>Hello everyone. Look at this man. He is from Canada. I will draw something, Tell me about him. Draw Kimchi and add dislike expression and tears to his face. What do you see? Make a sentence. <b>(Kimchi is strange for him.)</b></p> <p>Draw an arrow and draw the same man eating Kimchi with less dislike expression and tears to his face. Draw one more arrow and draw the same man eating Kimchi with happy expression and no tears.</p> <p>Point to second man and look at the students to elicit a new sentence. <b>(He is getting used to eating Kimchi).</b> Point to last man and look at the students to elicit a new sentence. <b>(He is used to eating Kimchi)</b></p>
<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
10 min	<p>T</p> <p>T-S</p> <p>T-S</p>	<p><b>Board the model sentence (I am used to eating Kimchi/I am getting used to eating Kimchi).</b></p> <p><b>CCQ</b></p> <ol style="list-style-type: none"> <li><b>1) Was Kimchi strange for him at first? (Yes)</b></li> <li><b>2) Is he becoming familiar with eating Kimchi? (Yes) (Ask this pointing the second man)</b></li> <li><b>3) Is he familiar with eating Kimchi? (Yes) (Ask this pointing the last man)</b></li> <li><b>4) Is Kimchi still strange for him? (No) (Ask this pointing the last man)</b></li> </ol> <p><b>Form</b></p> <p>Look at this sentence. Which one is a verb? <b>(is)</b></p> <p>Can we say He is used to eat Kimchi? <b>(No)</b></p> <p>Why? <b>(Because verb + ing = gerund)</b></p> <p><b>Highlight the grammar structure S+ be verb + used to + V~ing</b></p> <p><b>S+ get+ used to + V~ing</b></p> <p>How do we make this into a negative sentence?</p> <p><b>(I'm not used to eating Kimchi)</b></p> <p>Board I'm not used to eating Kimchi.</p> <p>How do we make this into a negative sentence?</p> <p><b>(I'm not getting used to eating Kimchi)</b></p> <p>Board I'm not getting used to eating Kimchi.</p> <p>How do we make this into a question? <b>(Are you used to eating Kimchi?)</b> Board Are you used to eating Kimchi? How do we make this into a question? <b>(Are you getting used to eating Kimchi?)</b></p> <p>Board Are you getting used to eating Kimchi?</p>

		<table><tr><td></td><td>Subject</td><td></td><td>used to</td><td>gerund v+ing</td></tr><tr><td rowspan="2">+</td><td>I</td><td>am</td><td>used to</td><td>eating Kimchi</td></tr><tr><td>I</td><td>am getting</td><td>used to</td><td>eating Kimchi</td></tr><tr><td rowspan="2">-</td><td>I</td><td>am not</td><td>used to</td><td>eating Kimchi</td></tr><tr><td>I</td><td>am not getting</td><td>used to</td><td>eating Kimchi</td></tr><tr><td rowspan="2">?</td><td>Are you</td><td></td><td>used to</td><td>eating Kimchi?</td></tr><tr><td>Are you</td><td>getting</td><td>used to</td><td>eating Kimchi?</td></tr></table>		Subject		used to	gerund v+ing	+	I	am	used to	eating Kimchi	I	am getting	used to	eating Kimchi	-	I	am not	used to	eating Kimchi	I	am not getting	used to	eating Kimchi	?	Are you		used to	eating Kimchi?	Are you	getting	used to	eating Kimchi?
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	T-S	<p><b>Drill</b></p> <p>Listen. <b>Indicate silence.</b> <i>"/aɪm juːstə ɪːdɪŋ kiːmtʃiː/"</i></p> <p>Which words are stressed? (<b>used, eating, Kimchi</b>) MarK the stress with a red marker.</p> <p>What happens to the pronunciation of 'used to'? (<b>/juːstə/it joins together and is fast</b>)</p> <p>Board /juːstə/with colored marker. What is the intonation at the end? (<b>Falling down.</b>) Draw an arrow. Block the board and say Listen and repeat 3 times. <i>/aɪm juːstə ɪːdɪŋ kiːmtʃiː/</i>. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. Listen and repeat 3 times <i>/aɪm gedɪŋ juːstə ɪːdɪŋ kiːmtʃiː/</i>. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. <i>/aɪm nəːt juːstə ɪːdɪŋ kiːmtʃiː/</i>. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. <i>/aɪm nəːt gedɪŋ juːstə ɪːdɪŋ kiːmtʃiː/</i>. Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. <i>/ɑːjuː juːstə ɪːdɪŋ kiːmtʃiː?/</i> Conduct the drill chorally 3 times with gestures. Nominate for individual drilling. <i>/ɑːjuː gedɪŋ juːstə ɪːdɪŋ kiːmtʃiː? /</i> Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.</p>																																
<b>Stage Name:</b> Controlled Practice																																		
<b>Purpose of this stage:</b> students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.																																		
<b>Materials:</b> List all materials that will be needed in this stage.																																		
<b>Timings</b>	<b>Interactions</b>	<b>Procedure</b>																																
1min	T	<b>Instructions. Hold up the worksheet, point to exercise A.</b> Exercise A says to change the sentence in the new form. Positive: I am used to eating Kimchi Negative: <i>I am not used to eating Kimchi</i> Question: <i>Are you used to eating Kimchi?</i>																																
3min	S	<b>ICQ.</b> What will you do? ( <b>change the sentence in the new form</b> ) Will you see the back page now? ( <b>No</b> ) <b>Hand out.</b>  <b>Students do worksheet exercise A.</b>																																
1min	S – S	<b>Pair check.</b>																																
2min	T - S	<b>Feedback to check accuracy. Board correct answers visually.</b>																																

<b>Stage Name:</b> Less Controlled Practice		
<b>Purpose of this stage:</b> students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	<b>Instructions.</b> Turn over your worksheet. Exercise B says read the situation and complete the sentences using used to / get used to.
5min	S	<b>Students do worksheet exercise B.</b>
2min	S – S	<b>Pair check.</b>
3min	T - S	<b>Feedback to check accuracy.</b>
<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T	<b>Instructions.</b> <b>Talk to your group about your experience of adjusting to new things or changes.</b> <b>For example, Can you talk about the experience you have got used to doing something?</b> <b>(Yes,...)</b>
8 min	S-S	<b>Students discuss their experience using target language naturally.</b>
1 min	T - S	<b>Feedback</b>
<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T – S	<b>Lesson feedback. Tell the class what they did well, and what needs to improve.</b> <b>Offer delayed corrections to the previous stage.</b> <b>Set homework.</b>
20 sec	T	<b>Write a paragraph about your experience of adjusting to new things or changes.</b> <b>Tomorrow, you will learn more about 'used to'.</b>
10 sec	T	<b>*They will learn 'used to' tomorrow. And they will be able to understand difference of 'used to' and 'be used to/get used to'.</b>

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		

	drawing	drawing	drawing
	<b>S + be verb + used to + verb+ing (gerund)</b>		
+	I am <b>S + get + used to + verb+ing (gerund)</b>	used to eating Kimchi • • •	
	I am getting	used to <u>/ju:sta/</u>	
-	I am not	used to	
	I am not getting	used to	
?	Are you Are you getting	used to eating Kimchi? used to	

## Worksheet: Be used to / get used to

### Exercise A.

Change the sentence to the new form. Write your answer neatly.

#### Example

**Positive:** I am used to eating Kimchi

**Negative:** *I am not used to eating Kimchi*

**Question:** *Are you used to eating Kimchi?*

1) **Positive:** She is used to having my cat around.

**Negative:**

**Question:**

2) **Positive:**

**Negative:** I am not getting used to living in such a hot country.

**Question:**

3) **Positive:**

**Negative:**

**Question:** Are you used to speaking English?

4) **Positive:** My grandfather is used to using the Internet.

**Negative:**

**Question:**

5) **Positive:**

**Negative:** I am not getting used to having new friends.

**Question:**

## Worksheet: Be used to / get used to

**Exercise B. Read the situation and complete the sentences using *used to* / *get used to*.**

### Example

Juan is Spanish and went to live in Canada. In Spain he always had dinner late in the evening, but in Canada dinner was at 6:00. This was very early for him. When Juan first went to Canada, he wasn't used to having dinner so early, but after a while he got used to it. Now he thinks it's normal. He is used to having dinner at 6:00.

- 1) You live alone. You don't mind this. You have always lived alone.  
Friend: Do you get a little lonely sometimes? / You: No. \_\_\_\_\_.
- 2) Some friends of yours have just moved into an apartment on a busy street. It is very noisy. They will have to \_\_\_\_\_.
- 3) Sue moved from a big house to a much smaller one. She found it strange at first.  
She had to \_\_\_\_\_ in a much smaller house.
- 4) You usually go to bed early. Last night you went to bed very late, and as a result you are very tired this morning.  
Friend: You look very tired this morning. / You: Yes, \_\_\_\_\_ late.



## Answer sheet: Be used to / get used to

### Exercise A.

Change the sentence to the new form. Write your answer neatly.

#### Example

**Positive:** I am used to eating Kimchi

**Negative:** *I am not used to eating Kimchi*

**Question:** *Are you used to eating Kimchi?*

1) **Positive:** She is used to having my cat around.

**Negative:** *She is not used to having my cat around.*

**Question:** *is she used to having my cat around?*

2) **Positive:** *I am getting used to living in such a hot country.*

**Negative:** I am not getting used to living in such a hot country.

**Question:** *Are you getting used to living in such a hot country?*

3) **Positive:** *I am used to speaking English.*

**Negative:** *I am not used to speaking English.*

**Question:** Are you used to speaking English?

4) **Positive:** My grandfather is used to using the Internet.

**Negative:** *My grandfather is not used to using the Internet.*

**Question:** *Is your grandfather used to using the Internet?*

5) **Positive:** *I am getting used to having new friends.*

**Negative:** I am not getting used to having new friends.

**Question:** *Are you getting used to having new friends?*

## Answer sheet: Be used to / get used to

**Exercise B. Read the situation and complete the sentences using *used to* / *get used to*.**

### Example

Juan is Spanish and went to live in Canada. In Spain he always had dinner late in the evening, but in Canada dinner was at 6:00. This was very early for him. When Juan first went to Canada, he wasn't used to having dinner so early, but after a while he got used to it. Now he thinks it's normal. He is used to having dinner at 6:00.

- 1) You live alone. You don't mind this. You have always lived alone.  
Friend: Do you get a little lonely sometimes? / You: No. I'm used to living alone.
- 2) Some friends of yours have just moved into an apartment on a busy street. It is very noisy. They will have to get used to the noise.
- 3) Sue moved from a big house to a much smaller one. She found it strange at first.  
She had to get used to living in a much smaller house.
- 4) You usually go to bed early. Last night you went to bed very late, and as a result you are very tired this morning.  
Friend: You look very tired this morning. / You: Yes, I'm not used to going to bed late.

**Filler for 5minutes:** optional-If there is extra time I can use it before the class finishes.

## Guess What?

Split the class into two teams. Give one person on the team 5 phrases to draw, while the rest of the team tries to guess what it is. Each team has two minutes. Students in his or her group call out their guesses while he or she draws. The artist may not talk, make noises, or gesture, and absolutely no letters or numbers are allowed in the pictures. The artist can only draw one phrase at a time. After 2 minutes, it's the next team's turn to repeat the above. The team with more correct phrases in two minutes wins.

\*Daily routine

<b>get up</b>	<b>go to bed</b>
<b>brush teeth</b>	<b>play football</b>
<b>listen to music</b>	<b>ride a bike</b>
<b>do gym</b>	<b>go to school</b>
<b>have breakfast</b>	<b>play computer games</b>